

# **THE STUDENTS' PERCEPTION ON EFL TEACHERS' PERFORMANCE IN TEACHING ENGLISH AT SENIOR HIGH SCHOOLS OF ANGGERAJA, ENREKANG**

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## **ABSTRACT**

The objectives of this research were to know the students' perception on EFL teachers' performance in teaching English at senior high school of Anggeraja, Enrekang; and to know whether the EFL teachers teaching performance were effective. This study used quantitative descriptive and survey research as the design of study. The sample were the first, second and third grade students of four schools they were SMAN 1 Enrekang, SMKN 2 Enrekang, SMKN 4 Enrekang, and SMA Unggulan 45 Sossok. The instrument of this study was an assessment instrument. It used formula of the instrument to analyze the data of the EFL teachers' performance. The findings revealed that the most of students perceive that the teachers were motivate the students, fair in scoring, had sense of humor, while in negative side they used Indonesian language and read textbook in teaching. The result of assessment instrument showed that there were 7 effective EFL teachers and 5 very effective EFL teachers. Based on the result of survey in each school showed that the quality of the EFL teachers were influenced by some factors such as the difference of part time and civil servant teacher, the difference of state and private school, location and accreditation of schools. The highest mean score was teacher 1. She was a civil servant teacher at state school with accreditation A, located on the edge of Enrekang-Toraja highway. While the lowest was teacher 7. He was a part time teacher at private school in a remote area and very small number of students. Clearly, from the result, it can be said that.

**Keywords: students' perception, EFL teachers' performance, effective teachers**

## **INTRODUCTION**

The teacher's characteristics can both encourage and discourage the students' learning. The respect of teacher may be influenced by the teacher's characteristics and other characteristics of the teacher such as teaching skills, teaching styles and personal traits will also impact the students' learning attitudes, motivation and the learning outcomes.

Anglin, et.al (1982:4) stated that the success of teachers depends on their flexibility to see that teaching is an ever-changing process, therefore people who have profession as teachers must be willing continually learn from the class. It indicated that teachers should know what students perceive as the characteristics of effective and ineffective EFL teachers because the way the teachers teach the students will give impact on the result of teaching and learning English, so if the teachers provide positive way in teaching the students also get many benefits of it such as the personal attitude of students, the level of students' motivation, and their English proficiency

In the classroom learning process, the teacher takes a role to provide facilities to the students' and characteristics also influence students in learning at all levels (Murray, 1991). It can be said that the teacher quality is an essential factor in creating the effective teaching and learning. So teachers should realize they are the key to the success of the students' learning and in shaping the students' personal attitudes. Moreover, knowing the students' perceptions about the teachers' teaching performance on positive and negative ways will build the awareness to improve the appropriate ways in teaching.

Based on the previous illustration, the objectives of this study were to find out:

1. The students' perception on their EFL teachers' performance in teaching English at senior high school of Anggeraja, Enrekang?
2. Whether EFL teachers teaching performance at senior high school of Anggeraja, Enrekang are effective

## **REVIEW OF LITERATURE**

There have been some studies on students' perception in the field of education. Chamundeswari and Ruth (2015) in their study focused on the relationship between students' perception to the effectiveness of teacher, attitude in studying of English and achievement in English. The findings of the statistical analyses showed a significant correlation between teacher effectiveness, attitude and academic achievement of students in English. The result showed that there was a significance difference among boys and girls about their perceptions the effectiveness of teacher, attitude and academic achievement in English.

Donahue (1994) in her study, she creates an instrument to examine the students' perceptions of their teachers, their school, and themselves as learners and to determine if student perceptions

were associated with their gender, their critical thinking ability, their academic status, and their academic achievement. The result showed that there was positive correlation between how students view themselves as learners and their perceptions to their teachers, school, and academic achievement as measured. It also showed that there was a positive correlation between how students view their teachers and their school, their academic status and their academic achievement, and attendance, while gender was not correlated to any of the variables.

Liando (2015) the research evidence of her study showed that a teacher was an important personnel in EFL teaching, also teacher and students believed that a good teacher should display personal and academic attitudes. It was considered that there were verbal and nonverbal motivation as can motivate students. This research is expected to provide an understanding of how to teach English in the context of foreign languages for the better

Based on the theories above the writer concludes that effective teacher is kind of teacher who always try to look for ways of improvement and build strong relationship to the students. The researcher proposes the difference among the mentioned researchers. This study focuses on students' perception on EFL teachers' performance.

## **METHOD**

The design of this research was survey research design. Survey research was used to gather information about population groups to “learn about their characteristics, opinions, attitudes, or previous experiences (Leedy & Ormrod, 2005). This research was quantitative descriptive since the data gathered were in form of number that intends to investigate the students' perception on EFL teachers performance.

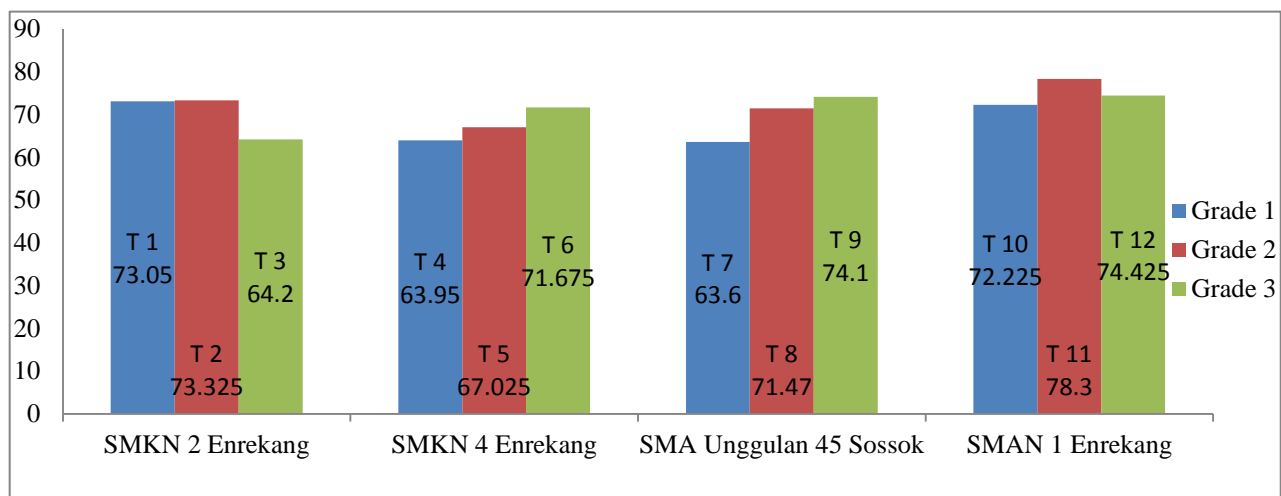
The sampling technique used in this research was cluster sampling. In this research, the samples were each one class of the first, second, and third grade of SMKN 2 Enrekang, SMKN 4 Enrekang, SMA Unggulan 45 Sossok, and SMAN 1 Enrekang. The procedures were: the researcher took 20 students from a class of each grade. So there were 60 students which chosen in each school. The sample was assigned to assess 12 EFL teachers by choosing odd number students in the attendance list.

This research was used assessment as the instrument. The assessment instrument which was used for measuring the EFL teachers' performance based on the students' perception was adapted from Atmowardoyo, Khaerati, and Ja'faruddin (2017). It consists of 20 positive statements and 24 negative statements. The data collected from each class will be analyzed by using the formula at the assessment instrument which consist of four score of each statement, score 1 strongly disagree, score 2 disagree, score 3 agree, and score 4 strongly agree.

## FINDINGS AND DISCUSSION

### The Students' Perception on EFL Teachers' Performance

Based on the assessment instrument result of 12 EFL teachers at SMKN 2 Enrekang, SMKN 4 Enrekang, SMA Unggulan 45 Sossok, and SMAN 1 Enrekang could be seen that the mean score of teacher 1 was 73.05, teacher 2 was 73.325, teacher 3 was 64.2, teacher 4 was 63.95. teacher 5 was 67.025, teacher 6 was 71.675, teacher 7 was 63.6, teacher 8 was 71.47, teacher 9 was 74.1, teacher 10 was 72.225, teacher 11 was 78.3, and teacher 12 was 74.425. Simply, it could be seen on the chart below.



**Figure 1** Mean Score Chart

Figure 1 showed that the highest mean score of the first grade EFL teacher was Teacher 1 with 73.05 and the lowest was teacher 7 with 63.6. At the second grade, the highest mean score was teacher 11 with 78.3 and the lowest was teacher 5 with 67.025 while, at the third grade, the highest was teacher 12 with 74.425 and the lowest was teacher 3 with 64.2.

Findings indicated that the most of students at senior high schools of Anggeraja, Enrekang perceive that the EFL teachers exhibited an attitude that can be modeled by the students, fair in scoring and providing feedback, and the way in teaching was accompanied by ice-breakers while in negative side they perceive that the EFL teachers explained materials by reading the text-book, kept on sitting while explaining the subject matter in the classroom, and used the Indonesian language as the instructional language instead of the target language.

The assessment instrument which consisted of 20 positive statements and 24 negative statements measured the students' perception on Indonesian EFL teachers performance. So, it represents the students' thoughts about their EFL teachers. The teachers score was divided into 3 categories they were very effective EFL teacher, effective EFL teacher, and ineffective EFL teacher.

The highest score for the positive statement (1-20) on the instrument is 4 which mean strongly agree, 3 means agree, 2 means disagree, and 1 means strongly disagree. While, in the negative statements (21-44) the highest score given by the students is 1 which means strongly disagree, 3 means agree, 2 means disagree, and 1 means strongly disagree. In negative statement, score 1 equals to 4, score 2 equals to 3, score 3 equals to 2, and score 4 equals to 1.

Each grade showed different result of assessment instrument even though the assessment instrument which used was same for all grades students the students' perception. The result of students' perception was in line with Good & Brophy (1986) in their statement that effective teachers have the ability to set achievable objectives and present content so that students can learn while building strong relationships with their students in a caring and supportive classroom environment.

The EFL teachers who was accompanied their teaching by ice breaker and jokes is kind of teacher who has a sense of humor to engage students motivation in learning English, as it stated by Chlup and Collins (2010) that things that can encourage participants to participate, tighten connections, and develop a sense of focus is with ice-breakers. Moreover, the EFL teachers were also fair in scoring and providing feedback on the students' work, it was in line to Khaerati

(2016) that have a good and kind personality can create good relationships with students to engage them in easy material presentation and conveniently.

Referred to the results that at negative statement, the EFL teachers at senior high schools of Anggeraja, Enrekang explained material by reading textbook and used Indonesian language. The negative side of the teachers should be dismissed as it stated by Kounin (1970) teachers who are able to handle students' misbehavior appropriately, creating and managing a competitive environment are an effective teacher's ability. It can be said that the teacher who explain material by reading textbook, and use Indonesian language is kind of teacher who does not handle student misbehavior appropriately because in teaching English, the teacher should familiarize students to use English and be creative without looking at books.

The findings of the research showed that the students' perception on their EFL teachers performance. It should be realized that the students' perception is very important to know by the teacher, because the students is a person who have direct interaction with their teachers at classroom.

### **EFL Teachers Teaching Performance at Senior High Schools of Anggeraja, Enrekang**

After the result of students' perception on their EFL teachers, another step of this study is continuing to investigate the EFL teachers teaching performance. It was conducted to know whether the EFL teachers' teaching performance at senior high schools of Anggerja, Enrekang were effective. The researcher used a formula of scoring rubric at the assessment instrument to gain the data about the EFL teachers' performance based on the students' perception. The questionnaires consist of 20 positive statements (PS) numbers 1-20; and 24 negative statements (NS) number 21-44. For PS, the scores 1=1; 2 = 2; 3 = 3; and 4 = 4. The score obtained by the teacher from PS ranges from 20 to 80. For NS, the scores 1 = 4; 2 = 3; 3 = 2; and 4 = 1. Teacher scores range from 24 to 96. Both scores were summed, and range from 44-176. The sum is divided by 2 to obtain the final score. The final score range from 22 to 88. Example: Teacher A gets scores PS 60 and NS 70. The final score is  $60+70= 130/2 = 65$  (effective). The score is categorized as follows:

**Table 2** Scoring Information

Very Effective	Effective	Ineffective	Very Ineffective
72 - 88	55 – 71	38 – 54	22 – 37

(Atmowardoyo et al: 2017)

After all the score of each statement of assessment instrument was calculated, it obtained the EFL teachers' performance. There were 20 students who assessed the EFL teacher of each grade, so there were 20 students who gave their perception about the EFL teacher at each class of grade. The category and percentage of the very effective and effective EFL teachers presented on the following table :

**Table 3** The Effective and Effective EFL teachers at Anggeraja, Enrekang

Effective EFL Teachers	Very Effective EFL Teachers
1. Teacher 3 2. Teacher 4 3. Teacher 5 4. Teacher 6 5. Teacher 7 6. Teacher 8 7. Teacher 10	1. Teacher 1 2. Teacher 2 3. Teacher 9 4. Teacher 11 5. Teacher 12
58.33%	41.66%

Table 3 showed that the category of EFL teachers' performance at senior high schools of Anggeraja, Enrekang were very effective and effective. There was no teacher who categorized as ineffective and very ineffective EFL teachers. The result of assessment instrument indicated that there were 7 (58.33%) EFL teachers who categorized as effective EFL teachers, they were teacher 3 with 64.2, teacher 4 with 63.95, teacher 5 with 67.025, teacher 6 with 71.675, teacher 7 with 63.6, teacher 8 with 71.47, and teacher 10 with 72.225, while the very effective EFL teachers were 5 (41.66%) teachers, they were teacher 1 with 73.05, teacher 2 with 73.325, teacher 9 with 74.1, teacher 11 with 78.3 and teacher 12 with 74.425.

The teachers' teaching performance at senior high schools of Anggeraja, Enrekang are also influenced by the geographic factors of the school, the difference between public schools and

private schools and the accreditations that exist in each school. Clearly, the data of survey in each school can be seen on the table below.

**Table 4** The different between urban and remote area schools

Urban area	scores	Remote area	Scores
1. Teacher 4 (SMKN 4 Enrekang)	63.95	1. Teacher 1 (SMKN 2 Enrekang)	73.05
2. Teacher 5 (SMKN 4 Enrekang)	67.025	2. Teacher 2 (SMKN 2 Enrekang)	73.325
3. Teacher 6 (SMKN 4 Enrekang)	71,675	3. Teacher 3 (SMKN 2 Enrekang)	64.2
4. Teacher 11 (SMAN 1 Enrekang)	72,225	4. Teacher 7 (SMA Unggulan 45 Sossok)	63.6
5. Teacher 12 (SMAN 1 Enrekang)	78.3	5. Teacher 8 (SMA Unggulan 45 Sossok)	71.47
6. Teacher 13 (SMAN 1 Enrekang)	74,425	6. Teacher 9 (SMA Unggulan 45 Sossok)	74,1

The table showed that the teacher with high scores was the teacher at the urban area but, the scores of teachers at SMKN 2 Enrekang was high than SMKN 4 Enrekang because there was only one civil servant EFL teachers at SMKN 4 Enrekang while there were two of three civil servant EFL teachers at SMKN 2 Enrekang. The different of urban and remote area of school clearly can be seen between SMAN 1 Enrekang and SMKN 45 Unggulan Sossok. The score of teachers at SMAN 1 Enrekang was highest than at SMA UNGGULAN 45 Sossok.

**Table 5** The different between civil servant and part time EFL teachers

Civil servant	Scores	Part Time	Scores
1. Teacher 2 (SMKN 2 Enrekang)	73.325	1. Teacher 1 (SMKN 2 Enrekang)	73.05
2. Teacher 3 (SMKN 2 Enrekang)	64.2	2. Teacher 4 (SMKN 4 Enrekang)	63.95
3. Teacher 6 (SMKN 4 Enrekang)	71,675	3. Teacher 5 (SMKN 4 Enrekang)	67.025
4. Teacher 11 (SMAN 1 Enrekang)	72,225	4. Teacher 7 (SMA Unggulan 45 Sossok)	63.6
5. Teacher 12 (SMAN 1 Enrekang)	78.3	5. Teacher 9 (SMA Unggulan 45 Sossok)	74,1
6. Teacher 13 (SMAN 1 Enrekang)	74,425		
7. Teacher 8 (SMA Unggulan 45 Sossok)	71.47		

The table showed that most of the teacher who was civil servant EFL teacher had the highest mean score than the part time EFL teacher.



**Table 4.26** The accreditation of each school

Schools	Accreditation
SMKN 2 ENREKANG	B
SMKN 4 ENREKANG	B
SMA UNGGULAN 45 SOSSOK	B
SMAN 1 ENREKANG	A

Based on the result of assessment instrument, only SMAN 1 Enrekang who accredited A which a state senior high school which is located on the edge of Enrekang-Toraja highway, and all of EFL teachers were civil servant.

**Table 4.27** The state school and private school at Anggeraja, Enrekang

State Schools	Private School
SMKN 2 ENREKANG	SMA UNGGULAN 45 SOSSOK
SMKN 4 ENREKANG	
SMA UNGGULAN 45 SOSSOK	

The state senior high school at Anggeraja, Enrekang was SMAN 1 Enrekang, while SMKN 2 Enrekang and SMKN 4 Enrekang were state vocational high school. Only SMA Unggulan 45 Sossok which was a private senior high school.

Based on the result of survey in each school, the school which was located in a crowded place and easily accessible has the EFL teachers who get the high score of assessment because the teacher is an experienced civil servant teachers. The state school was the best school at Anggeraja, Enrekang with big number of teachers, classes and students, while the private school has very small number of teachers, students, and classes. The accreditation of the school also influence the quality of the school especially the EFL teachers.

The data showed that, the EFL teachers at SMAN 1 Enrekang had the high score of assessment. Teacher 11 and teacher 12 at SMAN 1 Enrekang got the highest score of second and third grade EFL teacher at Anggeraja, Enrekang. They are experienced civil servant EFL teachers, while at SMKN 2 Enrekang, only teacher 3 who categorized as effective EFL teachers. Teacher 3 is civil servant EFL teacher, while teacher 1 and teacher 2 were categorized as very effective EFL teachers. Teacher 1 is part time teacher and teacher 2 is civil servant EFL teacher. The assessment instrument result at SMKN 4 Enrekang showed that all the teachers were categorized as effective EFL teachers. Only teacher 6 who is a civil servant EFL teacher there.

At SMA Unggulan 45 Sossok there was a part time teacher who got the lowest mean score among all the EFL teachers at Anggeraja, Enrekang, he is teacher 7 who categorized as effective EFL teacher. Only teacher 8 who is a civil servant EFL teacher at SMA Unggulan 45 Sossok, while teacher 9 is part time EFL teacher but categorized as very effective EFL teachers.

Anton Lee (2003) found out that there are five key factors that provide a foundation for a good teaching: (a) Teacher knowledge, enthusiasm and responsibility in learning, (b). Classroom activities that encourage learning, (c) Assessment activities that encourage learning through experience, (d) Effective feedback that establishes the learning processes in the classroom, (e) Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience. It related to the kind of teacher at senior high schools at Anggeraja, Enrekang who categorize as effective and very effective EFL teachers. Even though the teachers were effective, the teachers should do the improvement of some lacks at negative statements.

The researcher assumed that the teachers still have to do improvement especially by reducing to explain material by reading textbook, keep on sitting while explaining the subject matter, and used Indonesian language at the classroom. As it explained on Smith in Khaerati (2016) who stated that teachers should have an awareness of what they are doing and be ready to share their awareness with students, so the difference between teachers lies not only in good and bad proportion. It indicated that the teachers is the person who were modeled by students, so the teachers should build the awareness to give appropriate model to the students especially in ways of improving English language mastery.

Through this research, the awareness was built by knowing that the students have the capacity to measure their teachers' performance, so that they know how to do evaluation to what they feel about their teacher and be able to decide better score for each statement at the assessment instrument. Moreover, teachers realized that they were still need improvement in ways of teaching English and knew the solution of some lack in teaching performance and some appropriate strategies to increase their quality in teaching.

## CONCLUSION

This research investigates the students' perception on EFL teachers' performance in teaching English at senior high schools of Anggeraja, Enrekang. Survey study was used as research design of this research.

The findings of the study showed that the most of students perceive that the EFL teachers at senior high schools of Anggeraja, Enrekang exhibited an attitude that can be emulated by the student, motivated students in every lesson to be always enthusiastic, including encouraging students to be able to memorize new words and used them in conversation, fair in scoring and providing feedback on the students' work, and the way in teaching was accompanied by ice-breakers and jokes. At negative statements, most of students perceive that the EFL teachers at Anggeraja explained the material by reading the text-book, kept on sitting while explaining the subject matter in the classroom, and used Indonesian language as the instructional language instead of the target language.

The result of assessment instrument to EFL teachers' teaching performance showed that there were 7 EFL teachers who categorized as effective EFL teachers and 5 EFL teachers who categorized as very effective EFL teachers. The result also showed that the highest mean score was the second grade teacher (teacher 11) who is a civil servant EFL teacher at SMAN 1 Enrekang which is a state senior high school with accreditation A, located on the edge of Enrekang-Toraja highway. While the lowest mean score of EFL teacher was the first grade EFL teacher (teacher 7) who is a part time EFL teacher at SMA 45 Unggulan Sossok which is a private school in a remote area and very small number of students. It can be said that the quality of the EFL teachers were influenced by some factors such as the difference of part time and civil servant teacher, the difference of state and private school, location and accreditation of the schools.

The findings of the research showed that even the teachers with low score had a good performance in teaching based on the students' perception and the part time EFL teachers cannot be underestimated because the result showed that there was a part time EFL teachers who categorized as very effective EFL teachers.

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